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ABSTRACT

On May 21 and 22, 1987, a conference on educational reform was held in Greensboro, North Carolina, attended by almost 200 North Carolina educational leaders and prominent newspaper editors, along with educational experts from outside the state. The conference consisted of six major presentations and four reaction panels, along with small group discussions. This document summarizes these presentations, reactions, and discussions. Major presentations were made by former North Carolina Governer James B. Hunt, Jr; John Dornan, executive director of the Public School Forum of North Carolina; Craig Phillips, North Carolina State superintendent of public instruction; Donald J. Stedman, associate vice president for academic affairs and general administration at the University of North Carolina; John Alexander, editorial page editor of the "Greensboro News & Record"; Jack Claiborne, associate editor of "The Charlotte Observer"; and Claude Sitton, editor of "The News & Observer" (Raleigh). The presentations by Phillips, Hunt, Dornan, and Stedman were each followed by a reaction panel; the three news editors presented North Carolina educational reform from their vantage point; and the conference was closed by a synthesis by Jack Bardon, acting dean and excellence foundation Professor of Education at the University of North Carolina at Greensboro. The document concludes with a summary of structured small-group discussion sessions, and a summary of the conference evaluation. Appended are an education budget prepared by the 1987 North Carolina General Assembly and a faculty list of the Department of Educational Administration, Higher Education, and Educational Research at the University of North Carolina at Greensboro. (TE)

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EA 019 972

EDUCATIONAL REFORM:

MAKING THE BEST CHOICES FOR NORTH CAROLINA

THE
UNIVERSITY
OF
NORTH
CAROLINA
AT
GREENSBORO

SUMMARY OF PROCEEDINGS

FEBRUARY 1988

SUMMARY OF PROCEEDINGS

Focused On The Following Reports
And Their Impact
On North Carolina Educational Reform

A Nation Prepared: Teachers for the 21st Century
(Carnegie Forum on Education and the Economy-1986)

College: The Undergraduate Experience in America
(Carnegie Foundation for the Advancement of Teaching-1986)

The Education of North Carolina's Teachers
(UNC Board of Governors' Report to the 1987 General Assembly)

May 21 and 22, 1987

Greensboro-High Point Marriott Hotel
Greensboro-High Point-Winston-Salem Regional Airport
Greensboro, North Carolina

Sponsored By the Department of Educational
Administration, Higher Education
and Educational Research

The School of Education

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

February 1988

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INTRODUCTION

On May 21 and 22, 1987, the Greensboro-High Point Marriott Hotel was the site of a major conference on Educational Reform: Making the Best Choices for North Carolina. Almost 200 leaders of North Carolina education, prominent North Carolina newspaper editors, and educational experts from outside North Carolina spent the two days in listening to six major presentations and four reaction panels, in participating in three small-group discussion sessions, in asking questions, and in discussion among themselves on the topic of educational reform in North Carolina.

The Conference had two major purposes; first, to bring North Carolina educational leaders up-to-date on the status of the so-called second wave of educational reform which is currently sweeping over the United States, and second, to try to reach consensus among the Conference participants upon which reforms should be emphasized in North Carolina in the immediate future.

In order to meet the first purpose, the Conference focused on three reports on educational reform and their impact upon education in North Carolina--A Nation Prepared: Teachers for the 21st Century (Carnegie Forum on Education and the Economy--1986), College: The Undergraduate Experience in America (Carnegie Foundation for the Advancement of Teaching--1986), and The Education of North Carolina's Teachers (University of North Carolina Board of Governors' Report to the 1987 General Assembly).

Major presentations were made by former North Carolina Governor James B. Hunt, Jr.; The Public School Forum of North Carolina Executive Director John Dornan; North Carolina State Superintendent of Public Instruction Craig Phillips; Donald J. Stedman, Associate Vice-President for Academic Affairs, General Administration, The University of North Carolina; a trio of North Carolina news editors, John Alexander, Editorial Page Editor, Greensboro News & Record, Jack Claiborne, Associate Editor, The Charlotte Observer, and Claude Sitton, Editor, The News & Observer (Raleigh); and Jack I. Bardon, Acting Dean and Excellence Foundation Professor of Education, School of Education, The University of North Carolina at Greensboro.

The presentations by Craig Phillips, Jim Hunt, John Dornan, and Donald Stedman were each followed by a reaction panel; the three news editors presented North Carolina educational reform from their vantage point; and Jack Bardon closed the conference with a synthesis, "What Have We Said?"

In order to meet the second purpose of the Conference, participants were involved in three structured small group discussion sessions. The conclusions (reported as Consensus or Better, Consensus or Better with Modifications, Majority Agreement, or Disagreement) reached in these sessions are reported on pages 46-50.

The Conference was conceived, planned, and sponsored by the Department of Educational Administration, Higher Education and Educational Research at The University of North Carolina at Greensboro. The Department saw a need for further discussion on educational reform in North Carolina. It combined this need with its interest in educational policy development and execution; the result was the May 21-22 conference.

The Conference brought together representatives from many groups including members of the UNC Board of Governors; college and university presidents, other administrators, and professors; representatives of the State Department of Public Instruction and the State Board of Education; public school superintendents and school board members; school administrators; classroom teachers; teacher association representatives; non-public school representatives; representatives of The Public School Forum of North Carolina; educational foundation representatives; newspaper and television editors and reporters; representatives of national and state educational organizations; and citizens interested in educational reform.

The Conference was video and audio-taped by the Learning Resources Center at The University of North Carolina at Greensboro (UNCG hereafter). The full Conference proceedings, currently being edited, will be available for purchase. In the meantime, this Summary of Proceedings will be distributed to all Conference participants and to others interested in educational reform in North Carolina and throughout the United States.

This Summary of Proceedings, with the exception of the Summary of Conference Evaluation (which was written by Rita O'Sullivan), was written by the Conference Chair who takes full responsibility for any errors or omissions.

Copies of the Summary of Proceedings, of Conference video tapes, and/or of the full Conference proceedings may be purchased by writing to Dr. James Runkel, Conference Chair, Curry 223, School of Education, University of North Carolina at Greensboro, Greensboro, North Carolina 27412-5001.

James A. Runkel, Conference Chair;
Department of Educational
Administration, Higher Education and
Educational Research, The University
of North Carolina at Greensboro;
February 1988

CONFERENCE PROGRAM

Wednesday, May 20

6:00--9:00 P.M. Registration

Thursday, May 21

7:00 A.M. Registration

7:30 A.M. Breakfast

8:30 A.M. Welcoming Remarks

Elisabeth Ann Zinser, Vice-Chancellor for Academic Affairs, The University of North Carolina at Greensboro

Jack I. Bardon, Acting Dean and Excellence Foundation Professor of Education, School of Education, The University of North Carolina at Greensboro who will also serve as conference moderator

8:45 A.M. A Comprehensive Educational Program For North Carolina's Children

Craig Phillips, State Superintendent of Public Instruction

9:15 A.M. Reaction Panel

Richard D. Miller, Executive Director, American Association of School Administrators, Moderator
Bill Heller, Dean, College of Education and Allied Professions, The University of North Carolina at Charlotte; Member, UNC Board of Governors' Task Force on the Preparation of Teachers
Gerry H. House, Superintendent, Chapel Hill-Carrboro Public Schools
James Mebane, Treasurer, North Carolina School Boards Association; Chairman, Board of Education, Guilford County Schools

10:05 A.M. Break

10:20 A.M. Small Discussion Groups

11:20 A.M. Free time

12:15 P.M. Lunch

1:30 P.M. — "We do not believe the educational system needs repairing; we believe it must be rebuilt..."

James B. Hunt, Jr., Former Governor

2:10 P.M. — Reaction Panel

Elisabeth Ann Zinser, Vice-Chancellor for Academic Affairs, The University of North Carolina at Greensboro, Moderator
Charles Coble, Dean, School of Education, East Carolina University
Raymond H. Dawson, Vice-President for Academic Affairs, General Administration, The University of North Carolina
Cleveland Hammonds, President, North Carolina Association of School Administrators; Superintendent, Durham City Schools; Member, UNC Board of Governors' Task Force on the Preparation of Teachers; Chairman, North Carolina Alliance for Public Education
C. Owen Phillips, Superintendent, High Point Public Schools

3:00 P.M. — Break

3:20 P.M. — Small Discussion Groups

4:20 P.M. — Free Time

5:00 P.M. — Social Hour

Music by the School of Music, The University of North Carolina at Greensboro

6:00 P.M. — Banquet

Jack I. Bardon, Presiding

Music by the School of Music, The University of North Carolina at Greensboro

8:00 P.M. — Let's Modify The Carnegie Proposals To Fit North Carolina's Needs

John Dornan, Executive Director, The Public School Forum of North Carolina

8:45 P.M. — Reaction Panel

Albert L. Walker, Dean, School of Education, North Carolina A & T State University, Moderator
Donald DeRosa, Dean of the Graduate School and Associate Vice-Chancellor for Research, The University of North Carolina at Greensboro
Jerome H. Melton, Superintendent, Guilford County Schools
Penny S. Smith, Principal, North Asheboro Middle School; 1981-82 North Carolina Teacher of the Year; Member, UNC Board of Governors' Task Force on the Preparation of Teachers

Friday, May 22

7:30 A.M. — Breakfast

8:30 A.M. — The Board of Governors' Proposals On Teacher Education

Donald J. Stedman, Associate Vice-President for Academic Affairs, General Administration, The University of North Carolina

9:15 A.M. — Reaction Panel

Joanne V. Creighton, Dean, College of Arts and Sciences, The University of North Carolina at Greensboro, Moderator
John A. Eberhart, Superintendent, Greensboro Public Schools
Gladys Graves, Vice-President and President-Elect, North Carolina Association of Educators; Member, UNC Board of Governors' Task Force on the Preparation of Teachers
R. Bruce McPherson, Director, North Carolina Center for the Advancement of Teaching

10:05 A.M. — Break

10:20 A.M. — Small Discussion Groups

11:20 A.M. — Free time

12:15 P.M. — Lunch

1:30 P.M.	From Our Vantage Point: North Carolina Educational Reform
	John Alexander, Editorial Page Editor, Greensboro News & Record, Moderator
	Jack Claiborne, Associate Editor, The Charlotte Observer
	Claude Sitton, Editor, The News & Observer (Raleigh)
2:10 P.M.	Synthesis--What Have We Said?
	Jack I. Bardon
3:00 P.M.	Adjournment

SUMMARY OF CRAIG PHILLIPS' SPEECH

Craig Phillips, North Carolina State Superintendent of Public Instruction, made the first major presentation at the Conference on the morning of May 21.

Phillips helped to set the current reform movement in perspective when he opened his speech by referring to what a prominent North Carolinian, J.Y. Joyner, had to say about educational reform in 1904--"...the great masses of the people in North Carolina are interested as never before in this question of the education of their children...Mighty revolutions are always noiseless and must be wrought first in the minds and hearts and wills of the masses. I believe that such a revolution upon this question of the education of all the people is well under way in North Carolina."

Phillips saw his task, as opening speaker at the Conference, to provide a skeletal view of the current status of educational reform in North Carolina. He based his remarks on the contents of "Meeting the Challenge," his latest biennial report to the Governor and to the General Assembly.

A. Phillips stressed the contributions of three former governors and of the General Assembly in setting the stage for current reform efforts:
   1. Former Governor (now Senator) Terry Sanford who started modern-day North Carolina down the path of educational reform.
   2. Former Governor Dan Moore whose administration developed "the most complete blueprint of reform yet."
   3. Former Governor Jim Hunt for uniting the business community behind education with the slogan "education for economic growth" and for his continued leadership in the educational reform movement through his work with the Carnegie Forum on Education and the Economy.
   4. The General Assembly for a major legislative initiative when it called upon the State Board of Education to develop a basic education plan.

B. The Basic Education Plan is the result of a call from the General Assembly. Phillips made two main points concerning the Plan:
   1. For the first time ever North Carolina has a standard course of study (the best descriptor of what children should learn), backed up by a series of performance indicators and objectives.
   2. The basis of everything each school and each classroom shall do in the area of instruction is clearly spelled out including things like staffing requirements, organizational objectives, and state curriculum standards.

C. Another recent legislative directive led to the establishment of the Career Development Program. That Program is:
   1. A system of salary administration and of status of position.

2. A system based on evidence of growth and performance, differentiated tasks, rewards and incentives, and fair evaluation.
3. A system designed to ensure effective teaching with adequate oversight in every public school in North Carolina.

D. The significance of the joint State Board of Education/University of North Carolina Board of Governors' establishment, in 1978, of the Quality Assurance Program was stressed:
   1. It emphasized the importance of teacher preparation.
   2. It led to the work of the Board of Governors' Task Force on the Preparation of Teachers. (Which Don Stedman presents in the fourth major speech of this Conference. Editor's Note.)
   3. It also led to a deliberate statewide marketing effort to recruit many more bright young people as prospective teachers.

E. North Carolina is on the verge of finding the resources needed to provide to every child in this state the right kind of education. The General Assembly, through the funding of the Basic Education Plan, looks to accomplish this by 1993.

F. North Carolina needs to add to the Basic Education Plan "a plan for the education of very young children."

Phillips paid tribute to The Public School Forum of North Carolina for its recent report entitled--"Let's Finish the Job"--which emphasizes the importance of completing the funding and the implementation of the Basic Education Plan. He concluded his speech by pointing out that an educational "revolution is well underway" in North Carolina through the Basic Education Plan.

SUMMARY OF REACTION PANEL COMMENTS WHICH FOLLOWED
CRAIG PHILLIPS' SPEECH

The reaction panel included Richard D. Miller, Executive Director, American Association of School Administrators as Moderator; Bill Heller, Dean, College of Education and Allied Professions, The University of North Carolina at Charlotte, and a member of the UNC Board of Governors' Task Force on the Preparation of Teachers; Gerry H. House, Superintendent, Chapel Hill-Carrboro Public Schools; and James Mebane, Treasurer, North Carolina School Boards Association, and Chair, Board of Education, Guilford County Schools.

The format which follows will be used to report the major points made by each of the four reaction panels:

A. Each panel member will be identified by her/his last name.
B. Each panel member's main points will be presented as succinctly as possible.
C. Depending on the discussion, there may or may not be additional questions/comments from the panel members and/or the audience.

Miller

A. He does not see the reform movement as a criticism of the public schools; it might even be considered as a compliment to the public schools. Why? During three recent crises in American history--Sputnik, desegregation, and the current economic crisis--the American people turned for solutions to the one institution in which they had confidence--the public schools.
B. Each state should limit its educational responsibility in regard to policy making to the establishment of a set of educational goals for the state, such as the Basic Education Plan in North Carolina.
   1. The states need to hold down the use of edicts.
   2. The participatory model for decision-making is a much more effective model in the long run.
   3. Each state should also provide a first-rate data accumulation system.
C. Teacher empowerment is necessary. This does not mean turning over all authority to teachers; it means finding effective ways to involve teachers in the decision-making process. This will not be easy.

House

A. The states deserve a great deal of credit for leading the current education reform movement.
B. The success of North Carolina'a current reform efforts, as outlined by Craig Phillips in his speech, is dependent upon support from and follow through at the local school district level. House raised three questions in connection with this item, and then gave her response to each question:

1. How strong is the state's commitment to the reform of education?

   North Carolina school superintendents want to know the strength of the commitment. They are excited about what the Career Development Program means for teacher education and for teachers. They are excited about the resources that will come to local districts through the Basic Education Plan. They are thankful for seeing the funding of the Plan to date, but they are nervous about whether or not the General Assembly will continue the funding needed to fully implement the Plan. House said, "...the success of the reform movement will depend upon a constant supply of adequate funding."

   She further emphasized that the strength of the reform movement is dependent upon how much the state is willing to empower local school districts to make decisions.

2. How can decision making be reasonably shared? What can be decentralized and what cannot be?

   In this connection House emphasized that the empowerment of teachers requires a change of attitude by both parties--the school administration and the teachers. School administrators must be helped to become convinced that both central authority and dispersed authority are essential. Then they must be helped to sort out which aspects of educational leadership can be decentralized and which cannot.

   For those leadership aspects which can be decentralized, school administrators must empower teachers to have direct input into those decisions that affect them such as curriculum decisions, policy making decisions, and evaluation decisions.

   Effective empowerment will also require the re-training of teachers. House stressed that, "...we cannot assume that teachers can move easily from a passive role in decision-making to an active one. It will take time for teachers to get used to the idea of having more autonomy....it will also require retraining and skill building if success is to be achieved."

3. How will local educators be held accountable by state policy makers?

   House believes that states "should establish central goals, they should require systems to document how they are meeting the goals, they should monitor, they should help those systems that are not meeting the goals, and also to provide resources as systems need those."

   House hopes this does not mean a single set of standards applied to all. She urged that the state not extend the bureaucracy.

<u>Mebane</u>

A. The key to the future of public education in North Carolina is the continued funding of the Basic Education Plan. The people support it. It also is the key to economic growth in North Carolina.

B. Teachers and other school employees are underpaid by any standard which one might apply. We need to go to performance pay if we expect to find the funds needed to pay school employees adequately.
C. We need to evaluate carefully the pilot programs under the Career Development Program (career ladder). The Program seems to be too complex.
D. We need to place more leadership in the hands of teachers, or at least department chair/lead teachers, for the evaluation and improvement of teacher performance. The compensation of these particular teachers should be increased considerably.
E. Pre-school children, particularly high risk children, need publicly supported programs.
F. The achievement gap between black and white students is too broad and is unacceptable.
G. Local school boards' governance function must be preserved; boards should be represented on reform committees.

Mebane pointed out that local board members were not represented on the Task Force on Education for Economic Growth of the Education Commission of the States; local board members were not represented on the UNC Board of Governors' Task Force on the Preparation of Teachers. Partnership is needed between all concerned if reform is to be successful.

Heller

A. The Basic Education Plan has not identified a clear role for North Carolina's teacher training institutions. There must be such a role; it is critical to any plan for educational improvement in this state.
B. While "the preparation of teachers really begins at their entrance to kindergarten and ends upon their retirement," the formal preparation phase is a critical part of this process. Higher education should be in partnership with the state, the public schools, and with business and industry in this effort.
C. At present, very little staff development is focused on the real needs of teachers as perceived by teachers. This must change.
D. Effective teaching, assertive discipline, and other approaches, if seen as significant, should be parts of basic teacher training programs. North Carolina is spending millions on the effective teaching program. The colleges and universities should have provided this; they could have provided twice the number of contact hours at the same cost. (This point was strongly challenged by a local superintendent in the question and answer period which followed the conclusion of the individual presentations by the members of the reaction panel. In the same question and answer period, Heller called attention to a process followed in Winston-Salem/Forsyth County, and to the Charlotte-Mecklenburg cooperative plan with UNC-Charlotte as examples of the kinds of cooperation possible. Editor's Note.)

E. In regard to evaluation and research, looking at average scores on the California Achievement Test is not the best indicator that quality and effective instruction have occurred. The wherewithal to do the evaluation and research required is in place in North Carolina in the institutions of higher education.
F. Heller concluded by emphasizing his overall support for the Basic Education Plan because he feels the Plan will make a positive difference in the education of the children of this state.

Miller (during question and answer period)

"Bill...I think one of the things that the National Commission on Excellence in Educational Administration found was that there needs to be a move on the part of college presidents...to provide for promotion, reward, etc. for faculty members who are not in the publish and perish process; that service orientation and good teaching and service...to the public schools must be closer and must be recognized and rewarded at the university level. If my compensation and my advancement are based upon publish or perish, I am not very interested in spending time in doing things outside that sector unless I am a very unique individual...from a practitioner's point of view, if higher education is going to meld into and buy into the staff development programs, there is going to have to be a recognition for that kind of service to public education."

Question from Audience

"I would like to hear comments on what I thought were two divergent concepts. One was the comments around performance pay which has been around for a long time and the comments about collaborative decision-making. One is based upon competition between educators for limited dollars; the other is based upon cooperation among educators for improving performance for the children to the benefit of all the educators. How would you reconcile those two concepts? Would anyone want to comment on them?

Miller, Mebane, and House

Miller--"I think we need to look at education in terms of some way of defining productivity...and then we need to reward productivity for those members who are doing a better job than some of our other staff members."

Mebane--"I just think, for example, that if the state of North Carolina granted a salary increase of seven percent, that boards of education should not have to give everyone a seven percent pay increase because they do not perform at that same level. Boards of education ought to have an opportunity, based upon recommendations from the administrators, to grant increases from zero to seven percent. Coupled with that...is our thinking that it is time to get out of the tenure business..."

House--"...I would like to say that I do not see those as contradictory; I see them--both performance pay as well as collaboration--as critical and necessary enhancements if teaching is to become a profession.

I think from the performance pay perspective, we do recognize that teachers are different both in performance and in interests, and the Career Development Plan recognizes that through differentiated staffing as well as through just performance in the classroom.

I think collaboration is a climate; it is a tone that is set, and that is one that is set by the district leaders and it, hopefully, is adopted by the teachers in the district--one in which people feel that they can work together and share decisions.

So I guess I do not see collaboration and performance pay as mutually exclusive and as two concepts that cannot co-exist."

SUMMARY OF JAMES B. HUNT'S SPEECH

Former Governor Hunt opened the formal part of his remarks by indicating how delighted he was at finding that many UNCG faculty members who were not in the School of Education at UNCG were in attendance at the Conference and that all of them were involved in preparing teachers. (Vice-Chancellor Elisabeth Zinser had provided funds for all of the newly appointed faculty mentors for the Teaching Fellows Program to attend the Conference. Editor's Note.) Hunt went on to emphasize his feeling that it is wrong to leave the preparation of teachers to a school of education.

Hunt stated, "Present developments present a stronger rationale, greater depth, and indicate more public support for education than I have seen in my lifetime. We are literally on the verge of making education the number one national priority in the United States."

The educational system can, and must, be reformed for several reasons, all revolving around economics:

A. Our economic plight requires this.
B. We have lost our leadership in the high technology field.
C. Our main thrust must be to make ourselves more competitive; we must make the commitment required to have economic world leadership. This requires educational leadership which we have lost.
D. Graduating students with minimum competency is not enough; we must become the nation which thinks of new things first.

Hunt went on to emphasize that A Nation Prepared...lays out a process, not a product, toward those kinds of teachers and those kinds of schools needed.

A. It is a bold and radical report.
B. It is teacher centered. Yes, administrators are crucial leaders in schools; they cannot be replaced. However, the quality of teaching they encourage and foster will determine the quality of what our students learn.
C. Teachers had a major role in preparing A Nation Prepared.... It deals with the role of teachers.
D. IT IS NOT A PLAN FROM WHICH WE CAN PICK AND CHOOSE; IT IS AN ALL OR NOTHING PLAN. (Caps by the Editor) There may be different ways to implement the Plan, but all of the Plan must be implemented, and we must move on all elements of the Plan together.

The key elements of the Plan are:

A. Creation of a National Board for Professional Teaching Standards.
   1. The major task of the Board is to set standards as to what teachers should know and be able to do and to certify teachers meeting those standards.
   2. The Board, with Hunt as the legal incorporator, was

established on May 6, 1987 with 33 members. A majority of the members are and will continue to be classroom teachers.

3. Within three to five years, the Board expects to have the first examinations, in a core group of subjects, ready to administer to teachers.
4. The examinations will assess teachers' knowledge and ability in several ways:
   a. By their subject matter mastery.
   b. By what they know about how to teach.
   c. By observation of their actual classroom teaching.
5. All educational leaders need to be determining now how we can best utilize the first teachers to be Board certified in order to encourage other teachers to become Board certified.

B. Strengthen the preparation for teachers by requiring a bachelor's degree in their field, to be followed by a master's in teaching degree including internships and residencies.

C. Restructure schools to make teaching more effective, more productive and more rewarding. Give teachers more authority. The days of adversarial relationships in schools must end. Schools must be restructured to accomplish this; must include a restructured teaching force with a new category of lead teachers. Lead teachers:
   1. Would guide and influence the activity of others.
   2. Would derive their authority primarily from the respect of their professional colleagues.
   3. Would take collective responsibility for helping colleagues who were not performing up to par to improve.
   4. Would not be assistant principals. However, in some schools they might assume full responsibility for the school including recommendations for dismissal, when needed. (Is there a dichotomy between this point and Hunt's comments about the continued need for leadership by school principals? Editor's Note.)

D. Mobilize our resources to prepare minority children for teaching careers.

E. Relate incentives, including pay for teachers, to improvements in school-wide student performance.

F. Provide schools with the technology, with the services and with the staff that are essential to teacher productivity.

G. Make teacher salaries and career oportunities competitive with those in other professions. A big proportion of America's best and brightest students must become teachers.

In conection with his comments on the need to improve teachers' salaries, Hunt pointed out that the Task Force on Teaching "recommended that certified teachers be paid between $20,000 and $40,000 per year, and that advanced certificate holders and lead teachers be paid from $40,000 to $70,000 a year."

He stated that these salaries are competitive with mid-range professions, and cited accounting as a mid-point profession in

terms of salaries. He concluded his remarks on teachers' salaries by stating that salaries equivalent to those paid to good accountants "are realistic if we are going to attract the kind of superb teachers that we must have in the years ahead."

Hunt returned again and again to the theme that the most important thing about A Nation Prepared...is the vision that it imparts. He concluded by emphasizing that our challenge is to give a vision to our people, to be bold in redesigning our schools, and to use the powerful engine of superb schools and teachers to thrust America back into economic and world leadership in the world in which we live today.

SUMMARY OF REACTION PANEL COMMENTS WHICH FOLLOWED
JAMES B. HUNT'S SPEECH

The reaction panel included Dr. Elisabeth Zinser, Vice-Chancellor for Academic Affairs, UNC-Greensboro as Moderator; Dr. Charles Coble, Dean, School of Education, East Carolina University; Dr. Raymond H. Dawson, Vice-President for Academic Affairs, General Administration, The University of North Carolina; Dr. Cleveland Hammonds, President, North Carolina Association of School Administrators, Superintendent, Durham City Schools, and Member, UNC Board of Governors' Task Force on the Preparation of Teachers; and Dr. C. Owen Phillips, Superintendent, High Point Public Schools.

Coble

A. We must be vigilant about the economic rationality that underpins the current educational reform movement:
   1. Over-emphasis on economic rationality cuts the schools off from their traditional concerns about equity and citizenship in a democracy.
   2. There is a crisis of inequality and there is a crisis of citizenship in this country.
   3. We must be just as concerned about the minority and low income students who need an education as we are about the economic problems we face.
   4. We must also look at our chronic failure to ensure that all students acquire social knowledge and to think critically.

B. Economic realities do not justify the claim that a more competitive school regime will raise productivity and widely enhance job opportunities.

C. THE PROBLEMS OF THE AMERICAN ECONOMY ARE PRIMARILY THE RESULT OF FAILED GOVERNMENT POLICIES AND POOR BUSINESS DECISIONS. (Caps by the Editor)

D. Schools must serve both social and economic imperatives.

E. The mission of schooling should be individual and social empowerment.

F. Equality does not dictate mediocrity any more than quality depends upon privilege.

G. Democratic reform, therefore, requires empowering the constituents of schooling as both essential elements of school culture and indispensable agents of change.

H. Democratic reform also requires renewing our conception of a school as a community institution.

I. It is necessary to renew our national sense of public ownership in education, defending schools as public institutions through which citizens rightfully assert social needs and priorities for their children and communities.

Owen Phillips

A. We are having a radical change in the raw product coming into the schools; a new revolution is taking place!

1. The schools must place more emphasis on molding students into what society believes they should be.
2. The role of public education in our country far exceeds our ability to generate what the bulk of the public believes we can generate.
3. Most Americans believe that every child should graduate from high school.

B. It is too narrow to consider just the economic aspect in the schooling of our children.
C. We must go beyond repairing our school systems; we must go so far as reconceptualizing public education.
D. We must sharpen the focus of our mission.

Dawson

A. Let us concentrate first on Where A Nation Prepared...and the UNC Board of Governors' Report diverge:
   1. The Board of Governors' Report says we should hold in North Carolina to the four year degree as the point of entrance to the profession; at least for the present.
   2. A Nation Prepared...would require a fifth year of preparation before entrance to the profession. This viewpoint is probably correct in the long run, but it is not practical for us to adopt it at this time in North Carolina.

B. Now let us look at where A Nation Prepared... and the UNC Board of Governors' Report converge:
   1. We need acceptance of a set of national standards for the accreditation of teacher education programs.
   2. We need a professional licensing board.
   3. We should require a degree in a basic academic discipline.
   4. We need to attract more minority persons to teaching.

Hammonds

A. The states need to de-regulate and to de-centralize education. The public schools need a partnership with the statehouses, not control from them.
B. More flexibility in funding is needed.
C. We need to eliminate a lot of rules and regulations.
D. The General Assembly needs to review the North Carolina school code and to eliminate unneeded state controls.
E. Efforts to recruit more minority persons as teachers should begin in the elementary schools.
F. We need special preparation programs for teacher specialists who deal with difficult educational problems.

Question from Audience

"Is the Carnegie Commission recommending one or two different avenues of certification? Is the first kind what we talk about at the state level when we say that at entry level you have to be at least that good to get a certificate in order to practice the skills as a teacher? Is the second kind more like recognition of superior attainment?"

Hunt

"There are two kinds, but they are not the kinds you have understood them to be. First of all...we have licensing and the states do that as they should...in most states that is a pretty average level of competency that is measured primarily on subject matter knowledge or general knowledge, generally with little if any assurance with regard to the ability to teach...the (Board) certified teachers would not be entry level. They would have to meet very high standards, way beyond anything that we have in the NTE or any...state...They would be truly superb; they would be the best teachers you know...then we would have an advanced degree...that would be even beyond that..."

Question

"How do you in the state of North Carolina, on the one hand get the space for those creative teachers and superintendents and school boards who are already there and unleash that energy, and at the same time give direction, accountability, and focus to those school systems that we probably have to be dragging back kicking and screaming into this agenda that you are outlining...?"

Hammonds, Dawson and Hunt

Hammonds--"Well, I read that the Conference of Governors had an answer...they set certain conditions and standards that they expected all school systems to meet. They would then fund those programs, and if certain school systems did not measure up they would give greater assistance...They would send somebody on site; they would do an analysis and then would have a kind of improvement plan...that school system would have a certain amount of time to meet that. I do not think that would be oppressive or unwise. I think that our young peoples' future is at stake, and even though I believe in democracy, I...think accountability has to be clear and I think there should be some action that would follow-up when a school system...cannot meet reasonable goals."

Dawson--"I think the Governor's remark about setting up situations in which there is pressure upon the community and the school system...to compete for the best teachers is one of...the best ways to deal with that problem...

I do think that the Task Force Report made a pretty effective point when it commented...that...for all that we might do to improve the preparation of teachers...that unless we had good, strong leadership in the schools a lot of that effort was going to be wasted, and a key to that leadership was going to be in the principals..."

Hunt--"...I would associate myself with what Dr. Hammonds said. We have...to take the risk of deregulating education. And you are looking at someone who helped regulate it! But

now...with the greater awareness and commitment on behalf of our people...I think we can take that risk more....

But that has to be accompanied by better teachers who are prepared better, who are paid better...and then we've got to trust those teachers and those principals."

Question

"I would like Cleve to respond just a little bit on the specialist...Will you pay them more? Would you aggressively search for them? Tell us a little more about it."

Hammonds

"When I have a particular school that...serves some very difficult students, in addition to looking for...formal preparation and things of that sort, I'm also interested in how strong that person's conviction is, and whether or not she/he has the kind of personality and commitment that will motivate kids, that will build a fire in them, and that will challenge them to use their potential. Now if there were some way that we could also have a curriculum...to train people to deal with our most difficult situations...there is certainly a need."

SUMMARY OF JOHN DORNAN'S SPEECH

John Dornan, Executive Director of The Public School Forum, was the Conference banquet speaker on May 21. He opened his remarks by emphasizing the need to create more rigor in teacher training, and more importantly, to create a public perception of rigor in teacher training. Unfortunately, many college students and many observers of education see a major in education as a major of last resort.

Dornan pointed out that nationally about 45% of our legislators are lawyers. It is very difficult in lobbying with a lawyer to convince him that the training required of a teacher compares with the training required of a lawyer. Unless we are able to do this succesfully, it will be very difficult to get legislators to support the kinds of salary increases for teachers which are necessary. Our perception problem is made even more difficult when so many of the teachers and administrators in the field are so critical of the training which they received.

In regard to teacher training, Dornan pointed with pride to the new Teacher Fellows Program; a program which The Forum was selected to administer. 400 high school seniors will enter college in the Fall of 1987 with $5000 per year scholarships to train to be teachers. In return they will be expected to teach at least four years.

The induction process for these Teacher Fellows was deliberately made very difficult. Dornan hopes that high school seniors will come to see the Fellows in the same light as a Morehead Scholar. The Forum also hopes that students on campus will see the Fellows as having to be very bright and having to do a lot more work than the average college student.

In connection with the Fellows Program, Dornan pointed to the special features which UNCG and which Appalachian State are working on. UNCG has chosen mentors from all areas of the University. (18 of the 20 mentors were in attendance at the conference. Editor's note) Appalachian has an innovative summer program for its Fellows.

Dornan went on to emphasize that we have made a mistake with the creation and continuation of a single salary schedule for all teachers. We must find a way to hold on to bright young teachers. This will require something different salary-wise by the time the first Fellows graduate from college.

Dornan pointed to entry level teaching salaries and salaries for those with ten years of teaching and compared them with salaries in accounting--a profession requiring training skills comparable to those required of a teacher--to buttress his argument that we need to find a new approach to teacher salaries.

Dornan next stressed that we must also do something about the "professional trappings" of the job. The Forum got support from the North Carolina business community to study this situation

during 1986-87. The study identified much the same things as identified by the Carnegie Forum and by virtually every other study of schools:

A. Lack of school offices
B. Lack of telephones accessible to teachers
C. Lack of duty free lunches
D. Lack of relief from office duty, hall duty, potty duty, etc.

The lack of an adequate salary is not the major thing driving teachers out of the profession; it is a feeling of powerlessness and a lack of the trappings of a professional job.

In the Forum study, the business community was horrified about the high numbers of people whom principals have to supervise. The business community was also shocked about the rigidity under which principals have to operate in regard to the assignment of aides and other such people. Principals have no discretionary monies. Yet look at the dollar resources which the Basic Education Plan (BEP) is set to pump in to the schools. We must make principals accountable and let them have some freedom to decide on the allocation of resources.

The BEP is not going to change any of this. Unless we change these poor working conditions, we will continue to have an erosion of the best and the brightest leaving the profession. Adding an office space for every teacher would only add 3% to the cost of a new building. It would cost only $4.4 million to add one telephone for every 10 teachers in North Carolina.

The North Carolina teacher evaluation model is the diametric opposite of making the presumption of competence, according to Dornan. The model was passed because of the legislators' opinion that 20% of the teachers are incompetent and that principals will not get rid of them. Now we have a model that presumes incompetence and that does not allow the principals, who are held accountable for the teachers in their buildings, to conduct all of the evaluations.

The lead teacher concept helps to address this problem; lead teachers are people between principals and classroom teachers. The Forum has designed the following model and is trying to get the 1987 General Assembly to fund several pilot projects. (The General Assembly did fund the pilots. Editor's note)

A. One lead teacher to every twelve classroom teachers.
B. 50% released time from classroom teaching for the lead teachers.
C. A salary differential.

Dornan concluded by saying, "...when the Carnegie proposal was written...they (The authors. Editor's Note) stressed that what they were trying to propose was a package, not isolated, discrete pieces. The lead teacher in and of itself is not going to solve the problem. A redesigned course of preparing teachers, regardless

of how good, how rigorous, how exciting, will mean nothing if the people going out in the field leave the field at the rate of 50%. We are looking at the inter-relation between training, the perception of the field, the conditions people find when they get there, salaries and reward systems, and the presumption of competence. And if I could end with anything, it is that perhaps that reconceptualization may be in fact the most difficult piece of business, because I think we have strayed a very far way from that presumption."

SUMMARY OF REACTION PANEL COMMENTS WHICH FOLLOWED
JOHN DORNAN'S SPEECH

The reaction panel included Albert L. Walker, Dean, School of Education, North Carolina A & T State University as Moderator; Donald DeRosa, Dean of the Graduate School and Associate Vice-Chancellor for Research, The University of North Carolina at Greensboro; Jerome H. Melton, Superintendent, Guilford County Schools; and Penny S. Smith, Principal, North Asheboro Middle School, and 1981 North Carolina Teacher of the Year, and Member, UNC Board of Governors' Task Force on the Preparation of Teachers.

Walker

A. The United States still leads so far as the number of foreign students attending school in another country. This means that we must be doing something right with our system. (He is talking about college level students. Editor's Note)
B. We must increase teachers' salaries.

DeRosa

A. Hunt and Dornan are correct that the Carnegie proposals are interrelated and should be dealt with in that fashion.
B. However, we need to systematically test the assumptions and the presumptions of A Nation Prepared...; universities can help here.
C. Whatever we implement should include an assessment system.
D. We should identify and reward teacher education programs of excellence; we should provide large grants on a matching basis to teacher education programs that show promise of achieving excellence.
E. Public school teachers should have a sabbatical system similar to that found at the better universities.

Melton

A. We must improve the training of teachers:
   1. Cut the number of colleges and universities training teachers in half and double their budgets.
   2. Require at least five years of preparation as advocated by A Nation Prepared....
   3. Eliminate all tenure for professors and make them accountable for their product.
   4. Do a better job of screening prospective teachers.
   5. Provide more money for teacher training; these programs often have the lowest budget on their campus.
B. Technology will change how teachers work and how children learn.
C. Redefine teachers' job descriptions. We need a hierarchy of skills in a school. Use lead teachers.
D. Stop riding the reduced class size horse. This is not going to happen; economics will prevent it from happening. What we need is fewer teachers with more people in other roles.

E. We must have more accountability.
F. We must go to differentiated salaries if we expect to pay top-teachers what they are worth. This means we must go to pay for performance.

Smith

A. The educational movement needs several good radicals who can help us go to the real issues.
B. We have not grappled with what we are really facing--leaving an industrial world. This means that we once again have to answer why we really have schools.
   1. If one lived in 17th century New England, one knew why we had schools--to make sure that Satan did not get us.
   2. If one lived in America during our revolution, one knew why we had schools--to have an enlightened electorate, and so that King George would not get us.
C. Why do we have schools in 1987?
   1. Governor Hunt says that we have schools so that we can beat the Japanese. If so, hold us accountable by watching the gross national product; do not use test scores.
   2. "Sure we have schools to teach kids the basics."
   3. "Sure we have schools to teach kids the American way of life, a phrase which...I found in state law translates into teaching Americanism...and the free enterprise system. And yet I have not found a way the California Achievement Tests measure Americanism or the free enterprise system, so I am not sure how I am being held accountable for those two things."
   4.We do not have a sense of mission for our schools.
D. Smith stressed three additional things to demonstrate her conviction that we have a lack of consensus about why schools exist.
   1. The reforms in our state proceed from a presumption of incompetence.
      a. "We have a basic course of study because we fear that teachers will leave something important out."
      b. Our elaborate textbook system, with teacher guides, exists because we are afraid that teachers will misinterpret something.
      c. We have elaborate testing systems because we are afraid that teachers might decide that something else is important.
      d. We evaluate classroom performance on a single instructional style because we fear that teachers might perform in some eccentric way that would prevent children from learning.
      e. A terrible arrogance exists; it says, "We have found the right instructional style to teach the right course of study to be measured on the right kinds of tests as though someone found the mountain and is carrying the tablets down ...to be distributed throughout the state."
   2. We have mixed up with accountability and failure all of

the things we expect of the schools; we expect the schools to:

a. Provide health services, test eyes and ears, and check for head lice.
b. Provide hot meals delivered to kids sometimes twice a day.
c. Provide cheap entertainment through productions such as high school plays and inexpensive child care.
d. Prevent dropouts, pregnancies, suicide, and substance abuse.
e. Inculcate a culture "whose edges I think now defy definition, and to do so in a way that includes everyone and offends no one."
f. Provide career, college, and personal counseling.
g. Serve as an athletic training ground.
h. Introduce young people to cultural experiences.
i. Identify child abusers, desegregate society, and assimilate immigrants.
j. Given all of the above, " it is no accident that schools that have failing football teams are deemed failures as often as schools whose CAT scores have plummeted five or ten points."

3. There is an assumption that what we do in schools can be very simply quantified.
   a. Smith says, "I do not think that it is impossible to quantify what we do. I simply think it is not as easy as all of the reports say it is."
   b. When you are an administrator in a business you get to hire and fire people; school administrators often do not get to hire the people who work for them and tenure makes it extremely difficult to fire people.
   c. In business it is easy to determine if the raw materials meet the specifications; if the raw materials do not, the business can throw them out and get ones that do meet the specifications. We cannot do this with our raw materials (the children).
      (1) What do we do with the child who spent all night wandering around the streets because her mother told her to find somewhere else to sleep that night?
      (2) What do we do with the violent 13 year old who is at least partly that way because his mother's boyfriend beats him regularly?
      (3) What do we do with the 13 year old with an I.Q of 135 who is abusing drugs and engaging in casual sex?

E. Smith pointed out in regard to the children she had just described, "Longer hours in school, more days in a school year, additional academic preparation for teachers...office space for professional staff...those things do not make a dent in what I do for those kids. And the number of those kids is growing and is already staggering."

F. Smith concluded her remarks by emphasizing her conviction that restructuring schools will not fundamentally alter the opportunities that the children she described will have unless we build in a radical new definition of what

schools can, and should do, in the 21st century.

Question

"I would like to hear John Dornan respond to her comments."

Dornan

"...let me take the mission question first...I think if any group is really looking for the answer to that question, it may in fact have been initiated by the members of the business community...they want thinking skills; they do not want more vocational education...that...is about as humanistic a curriculum as anything that I have seen...

Something that troubles me is, if you look at the reform movement, the reforms are obviously coming from outside...it is not coming from educators...I am tired of us saying, 'Nobody knows the trouble we have seen.'

As long as we simply say that...there will be externally imposed solutions because the answers are not forthcoming...I think it is really time for the lower ed. community as well as the higher ed. community to really clarify the answers to the kinds of questions that have been raised in Penny's speech, and they are obviously right on the money."

Question

"All day I have been hearing a lot of things about teachers, teacher training, longer programs for teacher training departments, pay and everything. I have not heard anyone say anything about total human services for children coming from such homes as Ms. Smith stated before us...Let us put all the cards on the table where they belong. Why are we paying money into human services agencies and not getting any benefits from those agencies? Why not revert that money to education and then hold schools accountable?"

Melton

"I do not have a solution to it. In our efforts to work with social services agencies...we find that they are just as exhausted with the turmoil of paperwork and filling out forms and meeting the letter of the law and regulations as educators. They are busy all the time; they do not have time to do what you are talking about, sir!

...there is a thrust across the state now by the North Carolina Business Committee on Education to find ways to rally those social services to pinpoint them on youngsters at risk, youngsters who really need them. But I think you are going to find they have got the same problem of inadequate staffing, too much bureaucracy to respond to, and probably too big of a job to do...."

Question

"...you mentioned volunteerism, and I wondered to what extent

the churches and other organizations of society, or perhaps even the concept of a volunteer corps might be organized on a local level to come to bear on such a problem...."

Melton

"...the Guilford Technical College funded a program in one of our schools to teach mothers who could not read and write how to read and write...An amazing thing has occurred. The staff has found that the grades of the children of these mothers have improved dramatically. The attendance records of these children have improved considerably. The behavior problems...by those children have diminished...If we get people involved; if they see a reason and a purpose, they will respond to some of the things that Penny is talking about."

Dornan

"I am very skeptical about whether you can replace missing or 'laissez faire' families with volunteers...We have just gotten a grant from the National Conference of State Legislators for a program aimed at reaching out to parents of black youngsters to try to get them involved in coaching...I really think we have to reach out to the parents, and that seems so basic, but I do not think you can replace the family structure with volunteers...

I want to get back to...the real differentiation of roles inside a school building...I think the school structure really needs people who are trained to deal with the kinds of problems that Penny is talking about...I think it takes both trained professionals in the school and a better outreach program to the parents of students in need."

Smith

"Let me suggest something really heretical...By radical redefinition, I think we are going to have to move beyond the notion that what goes on in schools is reading, writing, arithmetic, and that is all we should measure. I am more concerned that Johnny will survive sometimes than that Johnny can add two plus two. And that is not to say that because Johnny's life is so terrible we should write him off or we should blame the parents or Johnny. It is to say that the kinds of things he needs to learn that day are different, and we have yet to really recognize that a lot of people would like us to narrow the focus of schools back to what it always was.

I just do not want to go backwards. The 21st century is not going to be there because families have changed. And I think we are going to have to be willing to do that. There is no reason schools cannot be open 18 hours a day, and do all kinds of miraculous mixed shifts. We just are not thinking that way yet and we need to."

SUMMARY OF DONALD J. STEDMAN'S SPEECH

Stedman, Associate Vice-President for Academic Affairs, General Administration, The University of North Carolina, served as the Staff Director for the Task Force on the Preparation of Teachers.

He first reviewed the history of the Task Force. The 1985 General Assembly called upon the UNC Board of Governors to set up a task force to make recommendations for the improvement of teacher education in North Carolina. In its charge to the Board of Governors, the General Assembly directed the Board to study the following:

A. "Ways to upgrade teacher preparation programs to make the course of study more rigorous and more effective;
B. Standards for institution-based innovative and experimental programs;
C. Standards for implementing consortium based teacher education;
D. Standards for improved efficiencies in the administration of teacher education programs; and
E. Areas of potential teacher shortage and oversupply in the next 10 years."

The General Assembly further instructed the Board of Governors to form a task force "comprised of representatives of the State Board of Education, the Board of Governors, the deans of the schools of education, the chancellors of the universities, private colleges, local school administrations, and public school teachers." In addition, the President of the Senate and the Speaker of the House of Representatives each appointed one representative from the Appropriations or Education Committees to the Task Force.

The Task Force on the Preparation of Teachers comprised 21 individuals. Stedman noted that eight members of the Task Force were in attendance at this Conference--Earl Danieley (Former President of Elon College and a member of the UNC Board of Governors), Charles Z. Flack, Jr. (a realtor and insurance executive in Forest City and a member of the UNC Board of Governors), Gladys Graves (President-Elect of the North Carolina Association of Educators), Cleveland Hammonds (Superintendent, Durham City Schools), Harold W. Heller (Dean of the College of Education and Allied Professions at UNC-Charlotte), Jean Owen (Principal of Oak Hill Elementary School in High Point), Penny S. Smith (Principal of North Asheboro Middle School), and John Thomas (Chancellor of Appalachian State University).

Stedman noted that, at his last count, there had been 167 reports on educational reform developed at the national, state, or regional levels. In addition there had been 26 reports on the reports. He went on to warn, "...we are into the report business, friends, and one of the things that we need to guard against is that we do not get into a perpetual motion of report development and fail to give good trial to the things that we generate...and to see what works and what does not."

He went on to state that he feels the most impressive reports are those developed at the state and local levels. They are developed by people who have an understanding and an investment in their schools, they are still around after the reports have been issued, their own children are subject to the recommendations contained in the reports; therefore, these kinds of reports are the most accountable.

Stedman noted that one of the unique features of the Task Force report came about because the Task Force felt that it should be accountable. Consequently it not only came forth with 39 clearly-stated recommendations; it also did the following:

A. Included for each recommendation the agency(ies) or organization(s) that it felt should implement the recommendation and over what time schedule that implementation should occur.
B. Included an estimated cost for each of the recommendations.

Stedman paid special attention to the features of the recommendations that he felt are of the greatest interest and/or run the greatest risk of being misunderstood or misinterpreted.

A. Part of the charge to the Task Force stated that colleges of education have the responsibility to lead the state toward effective reform in teacher education.
   1. Colleges of education must change to accomodate the new demands. Those too tired to do this will fall along the wayside. Nothing is more important for a college or university than to prepare teachers for the public schools.
   2. Applications to teacher education programs in North Carolina are up. It is a positive signal that more scholarship funds have attracted better students to teacher education programs. It is very encouraging to see hundreds of faculty members willing to roll up their sleeves to move ahead in this area.
B. The academic preparation of beginning teachers must be strengthened.
   1. The Task Force reaffirmed the baccalaureate degree as the entry degree for starting to teach.
   2. North Carolina is not ready to go to a required fifth year of preparation. 58% of the UNC graduates last year were the first person in their family to graduate from college; among blacks the figure was 75%. To require a fifth year of preparation would eliminate too many prospective teachers who could not afford an additional year of preparation.
   3. This program should include an academic major for all prospective teachers.
C. A Professional Practices Commission should be established under the authority of the State Board of Education.
   1. It should be fairly prescriptive in nature.
   2. 50% or more of the members should be certified teachers; this would help to increase the prestige of teachers.

At this point Stedman chose to turn to the things needed to implement the Task Force recommendations:

A. Adequate resources. This area is the responsibility of the General Assembly.
B. Concerted effort over a long period of time by school and college faculties across all disciplines and among all ranks to work together to resolve the issues that may retard effective implementation of critical features of the report.
C. The State Board of Education, the UNC Board of Governors, and the trustees of the public and private institutions of higher education must work together.
   1. The same unanimity and spirit of contructive progress that took place in Task Force deliberations, shaped around our common interests, must continue.
   2. Distracting turf issues and debates on semantics and protocol need to be set aside.
   3. Good faith agreements are needed.
   4. A good climate exists at the present for implementation. The two governing boards (UNC Board of Governors and the State Board of Education) have formed a joint committee on the Task Force report designed to guide implementation of the 39 recommendations, to oversee their effective application, and to advise the two boards and The General Assembly.

Stedman called attention to two potential barriers to effective implementation:

A. Energy

The educational reform movement has been active for nearly a decade in North Carolina. We have had the Quality Assurance Program, the Basic Education Plan, the Commission of Education for Economic Growth, the Board of Governors' Task Force on the Preparation of Teachers, and the formation of The Public School Forum in the last six years alone.

We must guard against the depletion of our energy and constantly remind ourselves of the urgent need for these reforms, the need for them now, and the need for us to give these reforms adequate trial before further change is attempted.

B. Attitude

We must be concerned about ridicule, sarcasm, and other comments that cast a negative light on teacher education, teacher educators, education majors, schools, teachers, school leaders, and on the prospects for successful improvement of the education scene.

Attitudinal barriers may constitute the most difficult obstacles to productive change. There must be a coming together of all concerned groups. Teacher education must be a campus-wide enterprise.

Stedman concluded by stating, "The Board of Governors' Task Force has developed a blueprint; the legislature has shown its support; and now it is up to all of us to see that the vision that they shared becomes a reality in North Carolina!"

SUMMARY OF REACTION PANEL COMMENTS WHICH FOLLOWED
DONALD J. STEDMAN'S SPEECH

The reaction panel included Joanne V. Creighton, Dean, College of Arts and Sciences, The University of North Carolina at Greensboro and Moderator; John A. Eberhart, Superintendent, Greensboro Public Schools; Gladys Graves, Vice-President and President-Elect, North Carolina Association of Educators, and Member, UNC Board of Governors' Task Force on the Preparation of Teachers; and R. Bruce McPherson, Director, North Carolina Center for the Advancement of Teaching.

Graves

A. Graves opened her remarks by stating that she would avoid making a general statement. As a member of the Task Force on the Preparation of Teachers, she had obligated herself to support everthing in the Task Force report. Therefore, she had decided to ask Don Stedman several questions in addition to making a few general comments.
B. A strong feature of the Task Force report is that it focused on the needed collaborative effort between higher education and the public schools. Graves urged that this collaborative effort be expanded to include parents.
C. Graves asked Stedman if the policy makers were going to control implementation of the task force recommendations.
   Stedman answered that the joint committee he discussed in his speech would keep the two governing boards informed so that they could stay on top of the implementation process.
D. Graves expressed concern about raising the NTE required score to the 35th percentile; this might prevent the historically black colleges and some of the private colleges from turning out many teachers.
   Stedman replied that the new percentile requirement should apply only to students entering college now and in the future. He also pointed out that the 35th percentile requirement calls for basing the new scores on North Carolina norms rather than on national norms, and that it be implemented over a three-year period.
E. Next Graves asked about the section of the recommendations that indicated there would be 44 additional certification officers.
   Stedman responded that the Task Force report does not call for the addition of new certification officers. The report refers to the certification officers already found at the teacher training institutions.
F. Graves suggested that North Carolina go to two-thirds representation of classroom teachers on the Professional Practices Board instead of the recommended 50% or more. She said if Governor Hunt's group could go to two-thirds, so could North Carolina.
G. Graves asked for clarification of a Task Force

recommendation that the State Board of Education use the results of periodic evaluations of teachers under the new statewide teacher performance evaluation system to evaluate the effectiveness of the teacher training programs in the colleges.

Stedman responded that the recommendation was directed toward the State Department of Public Instruction and the State Board of Education. They should keep in mind that the new performance evaluation system might provide a new source of information about the effectiveness of teacher preparation programs.

H. Graves endorsed a previous suggestion made at the Conference that public school teachers be given sabbaticals to spend a year working in higher education; she further stated that people working in higher education should be given sabbaticals to spend a year working in the public schools.

Eberhart

A. The Task Force report is another one of those reports that people in education have been receiving for the past eight years or so. In each of them, a group of people have imposed upon teachers, who are victims of neglect, additional requirements, additional barriers and additional steps as a means for them to lift themselves by their bootstraps to overcome the neglect that they have suffered for all of these years. Eberhart sees these new requirements as fallacious:
   1. The average starting salary of teachers is $8000 less than the average starting salary of college graduates.
   2. 60% of the people who leave teaching say that they leave teaching because of the working conditions.

B. Eberhart agrees with Hunt and Dornan that we must raise the status and pay of persons in the profession. He supports those Task Force recommendations that would help to do this.

C. He opposes those Task Force recommendations "setting up additional and artificial barriers where the victim continues to be victimized by those barriers." He urged that such recommendations be defeated.

D. Eberhart then spoke to some of the barriers "as I see them."
   1. The lowest paid professors on college campuses are those in the schools of education. This tells us something about the status of teacher preparation on college campuses.
   2. The smallest budgets in the colleges go to the schools of education. This tells us something further about the status of teacher preparation on college campuses. The quality of the products of the schools of education is certainly related to the quality of the schools themselves.

E. Ernest Boyer says in College: The Undergraduate Experience in America that the undergraduate college is a troubled institution; yet the Task Force wants to continue to train teachers in this troubled institution.

To be specific--UNC-Chapel Hill provides most of its undergraduate instruction through graduate assistants in classes that range from 50 to 500 students. That "is not a program that I as a public school educator can think stands for strength in undergraduate programs."

F. He likes the scholarship program for prospective teachers; he does not like the premise that it is going to raise the quality of the teachers in our public schools. Most young people at age 23 are still looking for their calling in life. It is ridiculous to think that 16 or 17 year olds know what they want to do. This means that the program of scholarships is a waste of money.
G. We should move to either a five-year training program or to a program of professional teacher development centers; Eberhart used Vanderbilt University and the Louisville, Kentucky, schools as examples.
H. On the issue of collaboration between the school districts and the universities, Eberhart likes the idea of professors practicing their profession on a daily basis in the same fashion as in the medical profession. In other words, professors of teacher education should be working regularly in the public schools.
I. Eberhart concluded his remarks by stating that what we have in the Task Force report is probably all that we can get politically when we consider the turf questions, etc. "To believe that this is going to be the new era of preparing teachers and achieving a nirvana for the preparation and the professionalization of teachers is a dream still to come."

McPherson

A. This year about 500 teachers from all over North Carolina will attend the North Carolina Center for the Advancement of Teaching. They will participate in groups of 18 to 20 in seminar experiences that are a part of the renewal effort and of an educational change effort in North Carolina.
B. McPherson talks with almost every teacher who attends the Center. He reflected on what he has learned from those talks:
    1. Most of the teachers are veteran teachers who are seen by their peers, by their supervisors, and probably by their communities as being among the best teachers in the state.
    2. Teachers know very little about the governance of the schools. Most have never been to a school board meeting. Most have very little understanding about the state's role in education.
    3. When we start to talk about collegial school systems, the word "collegial" puts most teachers off, and the ideas are certainly very foreign. Real help is going to be needed here from the colleges and universities.
    4. Teachers recognize their need for more understandings in the arts, in the humanities, and in the sciences. They are hungry for intellectual experiences.

McPherson sees this need as a supporting argument for a second major at the undergraduate level.

5. Teachers are very reluctant to become involved in debate, discourse, and dialogue. "It is as if the exchange and critique of ideas becomes the critique of personality; a critique of the individual's own self." To McPherson this reluctance suggests the need in our undergraduate programs to be concerned not only with the capacity of students to become critical thinkers, but also to encourage critical thinking among prospective teachers.

Creighton

A. We need much closer relationships between teachers of the arts and sciences and teacher educators. This need is a missing element in A Nation Prepared....
B. We have come a long way in educational reform. Just a few years ago many persons were writing editorials calling for minimum competency tests and for the requirement that teachers take the National Teachers' Examination (NTE). Now some are criticising these two measures, both of which have been widely adopted, as not enough.

Heller

In response to an invitation from Creighton for further comments or questions, Heller took strong exception to Eberhart's criticism of proposals to raise NTE requirements. Heller also took exception to Eberhart's criticism of the proposed requirement of a double major.

Eberhart

In response to Heller's criticism of his remarks, Eberhart responded that an undergraduate double major does not allow prospective teachers to attain the breadth needed in an academic area.

Comment from Audience

"I am from UNC-Chapel Hill...I am not from the School of Education. I am representing arts and sciences, and you (Dr. Eberhart. Editor's Note.) mentioned the classes of 200 people and so on.

I want to pick up on that and become a little defensive. Yes it is true that Chapel Hill, and it is at least partially true that every research university--private or public, has some large classes taught by graduate assistants. After all we have graduate students who must do some practice teaching just as teachers in the public schools must have done some practice teaching..."

SUMMARY OF NEWSPAPER EDITORS' PRESENTATION

The panel included three North Carolina newspaper editors, John Alexander, Editorial Page Editor, Greensboro News & Record, who also served as Moderator; Jack Claiborne, Associate Editor, The Charlotte Observer; and Claude Sitton, Editor, The News & Observer (Raleigh).

Alexander

A. We have come a long way in educational reform. Just a few years ago he was writing editorials calling for minimum competency tests and for teachers taking the NTE. Now some are criticizing these two measures, both of which have been adopted, as not enough.
B. We need to take risks in and for education; we need to do this with an even greater sense of urgency than ever before.
C. We need to think radically about the things we are doing; are we really addressing basic issues? While we are doing many very good things, in some ways, when we discuss educational reform, "We are still nibbling around the edges."
   1. One of our weakest points is our failure to seriously address the need for children to learn one or more foreign languages.
   2. We need to teach the broad liberal arts curriculum in order to teach our children how to think and to adapt to whatever comes down the road.
   3. We need to raise teachers' salaries substantially; we need to reform teacher education. But these efforts are not going to accomplish very much unless they are accompanied by a new respect in our society for learning and for education in general.
   4. Parents must become more involved and more concerned.
   5. 20% of our state's population lives at or below the poverty line. Plus we have a large population of adult illiterates. Education is the key to improving our lot, but the schools cannot do it alone.
   6. Let's not forget to make education fun at the same time that we make it more demanding.

Claiborne

A. The Conference has been well done--well planned and well executed--and it has given him a much sharper understanding of many of the issues that are alive in education today, and it has better informed him about many of the proposals for changing education. For example, he now has a much better understanding of A Nation Prepared...and he is less alarmed about the proposed national standards, national assessment, and the certification arrangements.
B. As the writer of most of the editorials in The Charlotte Observer, Claiborne said that he wanted to make three sets of

comments to those in attendance at the Conference:

1. Our schools are not as bad or as lacking in public support as studies seem to indicate.
   a. The public schools in Charlotte united the whole community when they took the lead in desegregation. Much of the positive climate which now exists in Charlotte is a direct result of the success of that public school desegregation.
   b. School people need to remember that they have support outside of the schools and that there are allies out there.
   c. The public schools need to be more open to criticism and to evaluation.
   d. Educate the public where it needs to be educated.
2. Public schools cannot be made the engine of the American economic system, nor should they be:
   a. Students are not products nor are they economic units.
   b. Responsibilities go far beyond economics. For example, we need to teach about religion.
   c. Schools need to be more child oriented; that is the only reason to have schools.
3. We need to work from our strengths not from our weaknesses as we institute change. Look at what has worked in the past and build on that.

C. The helping teacher concept is more important than all of the assessments that are going on. Mentoring and collegiality need to be the prime forces in the career ladder reform.

D. The greatest challenge before us is not teaching teachers to teach, but keeping those who are trained in the classroom and in teaching.

E. The people of North Carolina are more hungry for and more supportive of education than we give them credit for.

Sitton

A. Sitton began his remarks by emphasizing his respect for the people in attendance at the Conference and for their counterparts throughout education. He stated that because of that respect he was going to be frank with those present.

B. No issue is so vital to our future as that of change in public education. We stumbled badly in education in the 1960's and the 1970's. We fell victim to the delusion that the schools could be all things to all children.
   1. We filled the curriculum with fads under the banner of career education.
   2. We went a long way toward turning the schools over to students. We emphasized no more obedience to rigid rules, no more competition, no more fear of failure. Plus we added a "salad bar" curriculum.

C. Public education's chief weakness is our failure to tell legislators and others that we cannot handle any more new assignments. For example, we should not serve as social workers. There is a need for more early childhood education,

but this is not the job of the public schools.

D. The schools need to emphasize personal ability, self sacrifice, and patience. These are the keys to the Japanese' success.

E. The school year should be lengthened. (Alexander also favors this. Editor's Note.)

Comment From Audience

"I think this point has been already mentioned. However, I think there is a point about comparison of the United States and other countries that needs elaboration. You cannot, in my estimation, compare a country such as ours for which there is no precedent in terms of multicultural diversity, multicultural expectations, multicultural experiences, with a country in which this does not exist. I think that it is admirable that we are trying something that no other country in the history of the world has ever tried. How could one be so simplistic as to suggest that what works in a country where the mission is clear because the cultural homogeneity is clear could work with us? It is not workable."

Sitton

"Well, you know I agree with you on the sharp diversity between our two nations. Nevertheless, I think that, to some extent, is a copout. I think we can reach for and achieve many of the goals that the Japanese have achieved. The Japanese have their problems. Their higher education system is not very good. They are having considerable trouble in their high schools, but the educational level in the elementary schools is superior. I think we can lengthen the school year. I think with adequate resources we can do much, much more than we are doing in elementary education. And that is where, I think, our chief problem is. That is where we lose children, that is where the dropouts are created, in elementary education. I do not see how you can defend a system that continues to graduate semi-literates and illiterates from high school. I do not think the public is going to continue to support public education as long as that shortcoming is so apparent to them."

Owen Phillips

"Mr. Sitton, yesterday I indicated in my remarks that I felt that there should be a balance toward the social and the academic expectations of the public on public schools, and that there should be a sharp or redefined focus on the students rather than teachers, administrators, or anyone else who was served. I believe in your remarks that you are indicating that rather than striking a balance there should be an elimination of the role of public education in the social arena. Perhaps at some point in time we could get a better grasp on that and we could get back to the more traditional role of public schools, but in the interim, particularly based on the remarks of Penny Smith last evening, what would you suggest for educators at this

moment as we move forth to that ideal or back to a more traditional structure? What do you suggest in the interim for the teacher who here today is confronted with that youngster who is ill-fed, ill-clothed, ill-prepared to learn?"

Sitton

"Well, I can see the necessity for performing some of these functions that you have just described. However, I would say to you that you have neither the training, the time, nor the resources to serve as social workers. That is not your number one responsibility. The academic side is, and that is what is not being fulfilled today. I think that we need to do far more with early childhood education. I think there is a desperate need today to take children, especially out of deprived homes, at age three. Not take them out of the home but for the day. Say pick them up at eight o'clock in the morning and take them back at six at night and provide some of the background, especially some of the cultural background in which they are so deficient. We have a desperate need for that, but that is not the job of the public schools. That is the social agencies' job. We are not fulfilling it in North Carolina; nowhere else in this nation to my knowledge! But I think that is what we need to do. We need to face this fact! But I think we in the public need to hear more from you people in public education that you no longer can shoulder all of these responsibilities. We dumped the responsibility for desegregation on you without any additional help. You know, we look to you to solve our problems. I think that is unfair. I think you should say, "no" again, expecially to people who insist that you overload the schools with more and more of these duties than you can handle."

Question

"This can go to any one of the panelists. What do you see as the role of the media in making the change that you just suggested--returning the schools to the traditional mission of being oriented to academics as opposed to being the salvation for all the social ills? I think you are hearing from us that we are a lot in agreement with that, but I am not sure that we have the wherewithal and the resources available to us to accomplish that."

Alexander

"I would like to respond to that. Perhaps by way of answering a couple of questions that have come before, I think we do have a responsibility (a) to educate the public about what is going on in the classroom and about the limitations on the personnel there to handle these problems; and (b) I think I can speak for the three of us, but certainly in the case of me and my newspaper, I am very committed to energizing our state about some welfare reform and reform in our social programs every bit as vigorously as we have had it in education. All the limelight now is on education. You all have been hunkered down for a

number of years, and suddenly this is the fashionable thing to be talking about. Everybody is talking about education everywhere. You know it is the number one topic. Nobody is talking about the poverty problems that I mentioned earlier. If we do not figure out a way to solve those problems then I think we are going to be very disappointed down the road in our educational reform. So I for one am very interested in seeing some serious discussion on this very same level about reform in our social programs. We are just not doing the job. Now I am not saying government can do it all, but we have got to get a handle on this and I think we need the same mission. We need Governor Hunt to chair another commission when he gets through with this one. I think we have just as big a job to do there if not bigger as we have to do in education. Everyone wants to help the schools now. There is a lot of money, but there is a problem of allocation of resources in our state. And I think a lot of these programs and people who are served by them are going begging right now."

SUMMARY OF JACK BARDON'S CONFERENCE SYNTHESIS

Jack Bardon, Acting Dean of the UNCG School of Education, and Excellence Foundation Professor of Education at UNCG, had the responsibility to synthesize the Conference proceedings. Bardon decided not to repeat what had already been said at the Conference. Instead, he decided to "identify some themes and polarities and some areas of consensus based on a comparison of what the speakers and the panelists said and on some materials" from the small group discussions.

Bardon reminded those attending the Conference that, "We are all concerned with education...but it is pretty clear we have come to this meeting with our turfs, our biases, our predetermined answers, and sometimes our strong and sometimes our emotional reactions to those others, who from our viewpoint, are making it difficult for us who <u>really</u> know the answers to get things done toward something called good education."

School problems are enormously complex. And yet, our problems are only one of a group of complicated problems faced by a confused American society and world. Yes, public education is at the core of our society, but we are not alone in our problems. Look at the problems faced by those running a social services agency, or a Burlington Industries, or managing a home and raising children. "We need to keep perspective on our history, on our development, on our place in society as we try to resolve our own problems in the context of all of these others."

It is important to recognize the polarities we face in order to prevent them from controlling what we do in education. Either we establish a position on each of the polarities in order for education to move forward, or we must reach some compromise on a particular polarity in order to remove it as a barrier.

In no particular rank order, Bardon identified the following polarities presented during the course of the Conference:

--Reform education vs repair education
--Schools as limited and focused vs schools as broad and encompassing in the lives of children
--Top down as the desirable way to organize and govern schools vs bottom up organization and governance
--Educational administration/leadership vs teacher empowerment/leadership
--Systematic and system conformity in curriculum and teaching approaches vs professional autonomy and independence
--National and state control vs local control
--Economic values and purposes for education vs personal development and social values and purposes
--Performance rewards for teachers vs equality of treatment with equitable distribution of rewards
--Teaching as an art vs teaching as a learned behavior
--Complexity, meaning the need for rules and regulations and

state level policies vs simplicity, meaning fewer rules and regulations
--Citizen involvement and control vs professional involvement and control in policymaking and educational procedures
--Competition vs cooperation
--Education as a process involving the giving of degrees and requirements vs education as a product meaning you are what you are when you finish the process
--Teacher education best done at the undergraduate level vs best done at the fifth year or graduate level
--The haves in our society vs the have nots in our society. Two groups with different needs and different lives. For whom is education pitched?
--Accountability vs freedom and creativity
--Perceptions of education vs the reality of education
--Flexibility in decision making vs uniformity in decision making
--Trust vs mistrust
--Fast vs slow, meaning urgency to move ahead vs what is the rush
--Assumptions of competence in the educational system vs assumptions of broad incompetence in the educational system
--We know what to do and we know how to do it vs we do not know what to do and we do not yet know how to do it
--The answers are measured quantitatively vs they are measured qualitatively

Bardon then moved to a review of some themes upon which he felt there was general agreement among the Conference participants:

--Reform is not new; it is not even reform. It is an evolutionary process in which educational reform continues to take place. It waxes and it wanes. It comes over us in waves. It is often politically inspired. It produces reports by the carload. Some of it is rhetoric. Some of it happens; some of it sticks and changes things. You have to have something happening to move education ahead.
--Planning is useful, but it is insufficient. You have to begin to do something or you cannot get from here to there. If you do not try, if you do not plan, whatever is going to happen is going to happen without us. So the doing of it is important.
--Education certainly is academic, but it is other things as well.It is folly to think that schools exist without impact from outside the schools.
--Children are educated before they enter kindergarten. The real question is who is educating them and how should the schools be involved?
--Accountability is here to stay--for a while.
--Teacher and administrative salaries matter a lot.
--All that can be done to improve teaching and learning and the lives of those involved are interrelated.
--Differentiated staffing in the schools is an idea whose time has come.
--Minority recruitment into teaching, and the involvement of minority groups and families and communities in education are absolutely essential.

--Money matters, but it is not all there is. Just do not take it away and say that the job can get done anyway.
--Image is important. Why? In order to guard our respect.

Bardon then moved to a review of what he described as some things that had surprised him:

--That research and evaluation got mentioned as much as they did.
--That the influence of technology got mentioned as little as it did.
--That we heard very little about the need for a world view.

Bardon concluded his Conference synthesis with a preliminary review of the conclusions reached in the small group discussion sessions. The review was prepared by Dr. Dale Brubaker, Chair, Department of Educational Administration, Higher Education and Educational Administration at UNCG.

(Final review of the conclusions reached in the small group discussion sessions showed a number of changes from the preliminary review conclusions. This was due to the fact that a number of the small group recorders did not turn in their report sheets until after the Conference had ended. In the interests of accuracy, the editor decided not to include the preliminary results here. See the next Summary for the final report on the conclusions reached in the small group discussion sessions. Editor's Note)

SUMMARY OF STRUCTURED SMALL GROUP DISCUSSION SESSIONS

Three structured small group discussion sessions were an important feature of the Conference. Their purpose was to encourage Conference participants to reach consensus as to the direction that the current wave of educational reform in North Carolina should take.

Each Conference participant, including speakers and panel members, was pre-assigned to a discussion group. Each discussion group had 10 persons including a pre-selected facilitator and a pre-selected recorder. Conference participants remained with the same group throughout the three discussion sessions. This was deliberately done in the hope that as participants got to know each other the discussion would flow more freely.

Facilitators and recorders received training prior to the first discussion session. Recorders received special sheets upon which to record the results of the discussion sessions.

Each participant received three structured discussion guides, one for each discussion session. Each discussion guide contained a number of issues on educational reform which were pre-prepared by Dr. H.C. Hudgins and Dr. James Runkel, members of the Department of Educational Administration, Higher Education and Educational Research at the University of North Carolina at Greensboro.

As noted above, the purpose of the small group discussion sessions was to reach consensus as to the direction that the current wave of educational reform in North Carolina should ta... Consensus was arbitrarily defined as 70% or greater agreement within the group and among all the groups.

The format used in this summary is to report the total response to each discussion issue from the 19 discussion groups according to the following categories:

---Consensus or Better means at least 70% of the discussion groups agreed in their response to the issue.
---Consensus or Better with Modifications means at least 70% of the discussion groups agreed in their response to the issue, if the issue as originally stated were modified.
---Majority Agreement means at least 50%, but less than 70%, of the discussion groups agreed in their response to the issue.
---Disagreement means less than 50% of the discussion groups agreed in their response to the issue.

A. Consensus or better was reached on the following:
   1. There is a common core of knowledge and skills that every child ought to command when he/she graduates from high school. (Unanimous agreement. Editor's Note)

There was no agreement on how we can best determine if a student has command of the common core. The most common suggestions were:

a. Use teacher judgment plus testing. (5 groups)
b. Test either at grade 12 or long before grade 12. (3 groups)
c. Determine through evolving process of data collection and interpretation. (2 groups)

2. Support for Dornan's position that, "The quality and rigor of teacher training programs is held in ill repute by other professionals who have undergone what they view to be a demanding and selective process to practice their profession...Until those people view the preparation of teachers to be as demanding as the preparation of a 'true professional,' they will not be receptive to calls for salary increases that equal their own or those of other fields."

B. Consensus or Better with Modifications was reached on the following:

1. Support the Task Force recommendation that school-college partnerships be developed to help improve teacher preparation programs including:
   a. The establishment of "comprehensive teacher education programs involving selected public schools and colleges or universities."
   b. The establishment of "a program of competitive grants to develop effective procedures for including master teachers in the public schools on the faculties of teacher preparation programs."

   There were no common threads in the modifications proposed.

2. Support the Carnegie Forum proposal advocating the creation of "a National Board for Professional Teaching Standards, organized with a regional and state membership structure, to establish high standards for what teachers need to know and be able to do, and to certify teachers who meet that standard." The National Board would:
   a. Issue two certificates; (1) a Teacher's Certificate that "would establish a high entry level standard for teachers," and (2) an Advanced Teacher's Certificate "signifying the highest levels of competence as a teacher and possession of the qualities needed for leadership in the schools."
   b. "Work with institutions engaged in preparing prospective teachers" to assist them in preparing candidates for certification.
   c. Have a majority of its members elected by Board-certified teachers.
   d. Create state or regional organizations of Board-certified teachers to oversee Board functions at regional and state levels.

   The most common modifications proposed were:
   a. Must first make salaries competitive. (2 groups)
   b. Must be a long-term commitment to education and to salaries. (2 groups)

3. Support the Carnegie Forum proposal to restructure the teaching force to:
   a. "Require a bachelor's degree in the arts and sciences as a prerequisite for the professional study of teaching."
   b. "Develop a new professional curriculum in graduate schools of education leading to a Master in Teaching degree..."
   c. "Mobilize the nation's resources to prepare minority youngsters for teaching careers."
   d. "Relate incentives for teachers to school-wide student performance, and provide schools with the technology, services and staff essential to teacher productivity."
   e. "Make teachers' salaries and career opportunities competitive with those in other professions."

   The only modification supported by more than one group was the suggestion that relating teacher incentives to student performance should be eliminated because it would be unworkable due to the many variables involved. (3 groups)
4. Support the Carnegie Forum proposal to introduce "a new category of Lead Teachers with the proven ability to provide active leadership in the redesign of the schools and in helping their colleagues to uphold high standards of learning and teaching."
   a. Must "possess an Advanced Teacher's Certificate from the National Board for Professional Teaching Standards."
   b. To be "Selected from among experienced teachers who are highly regarded by their colleagues."
   c. Not to be assistant principals. Rather to "derive their authority primarily from the respect of their professional colleagues."
   d. Would guide and influence the activity of others; would take collective responsibility for helping colleagues not performing up to par.
   e. "In schools and districts in which Lead Teachers have assumed full responsibility for the school, they would be responsible for recommending dismissal, subject to established procedures."

   The most commonly recommended modifications were:
   a. The lead teachers should not replace the principal. (5 groups)
   b. Eliminate any thought of allowing lead teachers to dismiss staff. (3 groups)
5. Support Dornan's proposal that the answer to improving teacher training "is to demonstrate and demand higher standards and a substantially more rigorous preparation program."

   The only modification suggested by more than one group was to require more rigorous preparation and standards will take care of themselves. (2 groups)
6. Support Dornan's proposal to modify how public schools in the state are funded and controlled:
   a. Given the resources, people at the school district level are competent in making decisions and this is the level where decisions should be made.

b. We should require of educators a standard of accountability that goes beyond conforming to rules established elsewhere.
c. Local school personnel should have the flexibility for designing school structures that genuinely serve them best.

There was no agreement as to the modifications which should be made.

7. Support four key recommendations made by the Task Force on the Preparation of Teachers:
   a. Strengthen teacher preparation programs admissions standards by raising the minimum passing score on the National Teacher Examination.
   b. Strengthen the academic studies component of teacher preparation by requiring all undergraduate education majors to major also in a second basic academic discipline i.e. mathematics, history, or a foreign language.
   c. Strengthen the professional education component of teacher preparation by requiring all undergraduate education majors to complete a common core curriculum.
   d. Strengthen the clinical teaching component of teacher preparation through paid summer teaching experiences and supervised clinical teaching internships in the first year or two of full-time professional teaching.

   There was no agreement on the modifications needed.

C. Majority agreement was not reached on any proposals.

D. Disagreement was reached on the following:
   1. North Carolina should mandate that the public schools provide child care for pre-school age (below kindergarten) children?
   2. The AASA proposals concerning the preparation of school administrators should be implemented. (Look at Richard Miller's remarks.)
   3. Should North Carolina implement the Career Development Program in every school district in the State?

      The most common reasons given for the negative response were:
      a. Pay should be increased before implementing. (2 groups)
      b. Too much competition among teachers which reduces the sharing of creative ideas. (2 groups)
      c. Subjectivity of evaluations (2 groups)
   4. The Task Force proposal that there be a new doctoral level program for school administrators and expanded access to doctoral studies for qualified students:
      a. "These new programs should consist of curriculum and supervised training activities central to the needs of today's school administrators and the requirements of effective school systems."
      b. "The program should constitute three academic years of study beyond the baccalaureate degree including appropriate supervised internship experience."

c. "*Admissions requirements for the programs and core* courses and exit requirements should be adopted by institutions in accordance with policies and guidelines set by the Board of Governors and program approval guidelines required by the State Board of Education."

d. "New programs should be established in sufficient numbers and in enough locations in the State to assure access to qualified students."

There was no common thread running through the statements made and the questions raised concerning this issue.

SUMMARY OF CONFERENCE EVALUATION

By Rita G. O'Sullivan
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Based on the evaluative information collected about "EDUCATIONAL REFORM: MAKING THE BEST CHOICES FOR NORTH CAROLINA," a conference sponsored by the Department of Educational Administration, Higher Education and Educational Research within the School of Education of The University of North Carolina at Greensboro, the objectives of the Conference were accomplished.

Participants, responding to both individual session and end-of-Conference evaluations, generally felt that their awareness and understanding of the three educational policy reports were enhanced. They also reported that the Conference provided a forum for broadening views about current educational issues as they related to educational policy. Further the Conference provided an effective forum for influencing educational policy by bringing together a large, diverse group of people interested in educational reform.

Pre-Conference publicity was extensive. Beginning in January with an advance announcement to 35 professional educational organizations, including the North Carolina Association of School Administrators and the UNCG School of Education Alumni, pre-Conference coverage included seven newspaper articles, two television appearances, and multiple UNCG campus-wide announcements, and multiple mailings to some 3000 persons in North Carolina.

One hundred eighty-eight Conference registrations were received with 174 participants in attendance over the two-day period. All eight presenters and 17 members of the reaction panels listed on the Conference program appeared as announced. In addition to Conference participants and program presenters, approximately 20 additional UNCG graduate students in education assisted with and attended the Conference. Average attendance at the five presentation sessions was 144.

Conference participants represented a wide spectrum of the education community. Based on the end-of-Conference evaluations, registered Conference attendees represented the following educational sectors: 19% school superintendents and assistant superintendents, 16% teachers, 16% university professors, 15% school principals and other school administrators, 10% university administrators, 10% school program directors, 4% SDPI supervisors and SDPI regional office personnel, 5% graduate students, 3% business people, and 2% members of the UNC Board of Governors.

Participants reported that the Conference increased their understanding of both the educational reform papers and educational

policy, as well as broadened their views on the educational reform issues. Individual presentation sessions' evaluations, which included the reaction panels, showed 62% to 87% positive ratings. The end-of-Conference evaluations of this objective ranged from 86% to 98% positive responses.

The presentations and the reaction panel session received a 91% and 90% positive rating for broadening participants' views on the educational reform issues. The small group discussion sessions received an 86% overall positive rating for the same area which is probably due to the fact that the primary purpose of the small group discussions was to assess group consensus on the issues rather than to inform. In the end-of-Conference evaluations, 35% of the respondents identified the small group discussions as an overall Conference strength.

The three formats used in the Conference--presentations, reaction panels, and small group discussion--were perceived differently in terms of how they each promoted awareness, promoted understanding, and broadened views about the educational issues. Responding participants felt that the presentations best promoted awareness about the issues (66%), and that the reaction panels best promoted understanding and broadened views about the issues (45%). Small group discussion sessions were strongest in promoting understanding (28%) and broadening views (31%) about the issues.

84% percent of the responding participants said that they would introduce Conference ideas into their workplace, and 68% thought that the Conference would influence educational policy on the issues raised. 88% of the responding participants thought that the Conference summaries reflected the Conference activities.

Conference organization was highly rated throughout the Conference. All participants responding to the end-of-Conference evaluations (80) said that both the presentations and reaction panels attended usually functioned smoothly. All but 2 (78) said that the small group discussions functioned smoothly. The organization of the Conference was cited 24 times as a Conference strength.

The strongest point of the Conference identified by participants responding to the end-of-Conference evaluation was the quality of the presenters (53); with their diversity (23) and their excellence (21) the two most often identified characteristics. The opportunity for dialogue in the small group discussion was the second strongest aspect of the Conference with 28 participants identifying it among the Conference strengths.

Of the 38 final comments made about the Conference, 66% were unequivocally positive. The most common statement (32) was that the Conference was excellent, great, or superior. The other most frequent comments (5% each) were: "Congratulations to all concerned," "Thanks for the opportunity," and "There should be a follow-up conference."

APPENDIX A--Action by 1987 General Assembly on Monetary Requests Contained in The Education of North Carolina's Teachers

The 1987 General Assembly appropriated funds to begin the implementation of the recommendations found in The Education of North Carolina's Teachers. While The Education of North Carolina's Teachers report was adopted in its entirety, the accompanying requests for funding certain recommendations for the 1987-89 biennium were not completely accepted.

The reader will find below a listing of the funds appropriated for the 1987-88 and for the 1988-89 budget years. The reader should examine The Education of North Carolina's Teachers for a full explanation of all requests for funding.

	1987-88	1988-89
To be used by the Institutions of Higher Education:		
Strengthening professional knowledge core curriculum in undergrad. education major	$ 30,000	$ 30,000
Develop procedures to assess aptitude for teaching		50,000
Paid supervised summer public school teaching by teacher education students		150,000
Emphasize techniques and methods for motivating students to learn and achieve in professional training of prospective teachers		50,000
Cooperative development of one and two-year clinical teaching programs in the public schools	250,000	250,000
Improve capacity to implement the Quality Assurance Program by providing new resources to provide administrative personnel and support resources required to meet new standards for certification and reporting requirements	500,000	500,000
Establish a program of school-based research to enable school and college faculty members to collaborate on projects of mutual interest and need		50,000
Establish a Distinguished Scholars Fund to bring outstanding visiting scholars to education faculties and to attract promising young education faculty members to North Carolina institutions	250,000	250,000
Include adequate numbers of competent, experienced school teachers as paid "clinical faculty" on each education faculty		200,000
To be used by the State Board of Education:		
To increase the score requirements on Core Batteries I and II of the National Teacher Examination to at least the 35th percentile		300,000
To further improve the Quality Assurance Program	30,000	30,000
To establish a Professional Practices Commission	150,000	300,000

To enable the Professional Practices Commission to set certification standards and guidelines for certification to be administered only through institution-based teacher education programs	50,000	50,000
To improve the program for administering the NTE	25,000	25,000
To provide for national accreditation for teacher preparation programs by 1990 including the requirement of a 70% institutional pass rate on the examination required for initial certification, and including state payment of the accreditation fee		175,000
To complete the development and financing of a statewide teacher performance evaluation system including various follow-up reports to teacher preparation institutions	200,000	200,000
To be implemented by the Board of Governors:		
Establishment of a joint council or commission by the State Board of Education and the UNC Board of Governors to oversee the further refinement of the QAP, and to assure collaborative planning and evaluation activities among a variety of institutions and agencies and organizations	30,000	30,000

APPENDIX B--Members of the Department of Educational Administration, Higher Education and Educational Research, The University of North Carolina at Greensboro

Dr. Dale Brubaker, Chairman, 1986-87
Dr. Edwin Bell
Dr. Joseph Bryson
Dr. Chris Busch
Dr. Bert Goldman, Chairman, 1987-88
Dr. H.C. Hudgins, Jr., Conference Assistant Chair
Dr. Richard Jaeger
Dr. Rita O'Sullivan, Conference Evaluator
Dr. John Reid
Dr. David Reilly
Dr. James Runkel, Conference Chair
Dr. Chiranji Sharma
Dr. Hal Snyder